EVALUATION OF THE VIRTUAL LEADERSHIP DEVELOPMENT PROGRAM (VLDP): FIRST PROGRAM DELIVERY IN SPANISH

Latin America

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ACKNOWLEDGMENTS

In January 2003 the VLDP team undertook a preliminary analysis of evaluation data from the VLDP website during a 2-day After Action Review in order to make changes for the next course offering in March 2003. Any reader wishing a more detailed analysis of individual course modules and programming issues should consult the report from the After Action Review located on the internal "I" drive.

The primary audience for this report is M&L senior management, M&L project managers who are involved in leadership development, and EPG product developers and technical support teams, although it may interest a wider audience within MSH.

EXECUTIVE SUMMARY

In October of 2002, The Management and Leadership Program (M&L) launched the first Virtual Leadership Development Program (VLDP) in Spanish. Using a blended learning approach, the VLDP combined a 7-module interactive, internet-based program for individual learning with virtually facilitated face-to-face group work focused on the challenges and real life experiences of the work groups enrolled in the program. The Knowledge Application Unit of M&L evaluated this first program offering using both quantitative and qualitative methodologies to assess project development, program content and methodology, challenges, successes and immediate outcomes. This report is a summary of that evaluation.

Results: Implementation and Process
➢ Participants felt that course content was stimulating and innovative
➢ The provision of online resources combined with CDROM and workbook worked well and alleviated problems with slow downloads and access
➢ The structured small group work was the most highly rated aspect of the course
➢ The skill and responsiveness of facilitators were key determinants of success
➢ Focus on real-life organizational challenges enhanced participant involvement

Results: Outcomes for Participants
➢ 73 participants from 11 organizations in Latin America completed the program
➢ All 11 teams were able to successfully apply performance improvement methodology to address an organizational challenge (SCAN)
➢ Ten of the 11 teams developed action plans (FOCUS), eight of which are aligned with their organizational strategy (ALIGN/MOBILIZE)
➢ The teams had difficulty developing high quality action plans in such a short time frame and will need support to develop measurable markers of successful implementation
➢ The feeling of work group integration and cohesiveness improved for 75% of participants (INSPIRE)

Overall Recommendations: from Participants, VLDP team and Evaluators
➢ Increase the pool of trained virtual facilitators to expand future program offerings
➢ Provide improved guidance and feedback on the development of team action plans to strengthen their utility and application within the participating organizations.
➢ Ensure facilitated follow-up is provided to VLDP teams to support the implementation of their action plans in the period following the program
➢ Strengthen the communication between teams throughout the program delivery
➢ Extend and adapt the VLDP to specific health contexts – managers of HIV/AIDS programs, English language audiences, and managers in low resource environments.

Results of this evaluation indicate that the VLDP is a dynamic and effective leadership program that helps to improve how teams function and face institutional challenges. It is critical to follow it up with support for action plan implementation and to evaluate what intensity and length of technical assistance are necessary to achieve organizational results. As a virtual program, the VLDP is an effective mechanism for scaling up leadership development that allows M&L to reach managers at all levels across many countries in a short period of time.

1 INTRODUCTION

1.1 CONTEXT

Health service organizations in developing countries are experiencing rapid changes due to health sector reform and initiatives to improve health systems at national and local levels. The twin goals of reform – to improve the quality of health service delivery and increase access to care – can only be addressed if managers at all levels of the health care system are empowered to take on new leadership roles that enable them to identify challenges, gather and analyze data, mobilize people and resources, and inspire teams – all within the context of financial constraints and the widening epidemics of HIV/AIDS, Tuberculosis and Malaria.

In response to the demand from public and private health care organizations for high quality, cost-effective, and continuous leadership and management development, M&L designed the Virtual Leadership Development Program (VLDP) and launched the first Spanish Language version in October of 2002. The VLDP extends M&L's mission to improve health services around the world by improving the performance of health care organizations. The program uses a blended learning approach that includes an interactive, internet-based program for individual learning and self-assessment, virtually facilitated small group work, support materials on a CD-ROM, and a printed workbook. The VLDP is the second blended learning program delivered by MSH.

1.2 HISTORY OF THE VLDP

In May 2001 PAHO visited MSH to present their ideas about a Virtual Public Health Campus and explore MSH's interest in collaborating with them on its development. PAHO was especially interested in MSH's expertise in leadership and in the work that MSH had been doing in the area of electronic communications and distance education. Following their visit to Boston, Daniel Lopez-Acuna asked MSH to participate in the steering committee for the Virtual Public Health Campus (or CVSP-Campus Virtual de Salud Publica). PAHO agreed that the MSH contribution to the Campus Virtual would be a leadership development program

From November 2001 to March 2002, several members of the VLDP team took an online course through the University of Catalonia, Spain on building and delivering a virtual training program. Between December of 2001 and May of 2002 the team designed the content of the VLDP, much of it based on the face-to-face leadership training that M&L had provided to municipal level managers of the Ministry of Health in Nicaragua. The program design of the VLDP was modular, focused on teams, and based on concrete challenges and leadership practices in the health sector.

Because development of the CVSP took longer than had been expected and because MSH was eager to launch the Virtual Leadership Program that they had developed, the VLDP team requested and received M&L funding to offer their program. Functional specifications were written and programming began in July of 2002. The team approached colleagues and client organizations in Latin America and recruited teams of 4-10 managers from each institution to

participate in the program at a nominal fee of $500 per team. Most of these managers had little experience with leadership development training. Twelve institutions were recruited in total, although one later dropped out due to connectivity problems. Based on M&L's commitment to enabling workgroups to face challenges and achieve results, participants were enrolled in the VLDP as teams rather than on an individual basis.

The continual challenge of modifying content and reprogramming the modifications required the addition of another programmer in September 2002 in order to meet the deadline of October 7th for the launch. At this time a back end system was developed to allow program developers and facilitators to follow participant progress through the program and to collect data on use of the various elements such as the café, forum, homework exercises, and module evaluations. Although the entire program content had been developed months earlier, only 2 modules had been adapted for electronic media by the October launch date. Nevertheless, the team felt they should launch the program as planned in order to meet the December 15 deadline for completion. The remaining modules were adapted as the program was underway. A critical pre-launch meeting was held to finalize details of site development, develop a facilitators' guide and complete the registration of participants, and on October 7th the VLDP was launched.

1.3 DESCRIPTION OF PROGRAM CONTENT AND METHODOLOGY

The Virtual Leadership Development Program (VLDP) was designed as a 7-module program delivered over an 11-week period (it has since been lengthened to 12 weeks). The overall program goals were to create a virtual program to:

1. Present a framework of leadership functions and the competencies necessary for their development
2. Assist teams to identify an organizational challenge and develop and carry out a plan of action to address the challenge using the newly acquired leadership knowledge and competencies
3. Provide opportunities for individual participants to assess their leadership competencies and develop a plan for improvement
4. Structure team exercises to develop basic leadership competencies, including self-management, interpersonal communication, teamwork, and change management.

The program is intended to develop leaders who can work together in teams to:

- Identify and address key leadership challenges within their organizations
- Detect opportunities for participants, their teams, and their institutions
- Focus on achieving challenging institutional priorities
- Align and mobilize people, systems, and resources to achieve results
- Inspire personnel

During the program, participants examine individual and group leadership practices and capacities, and using the performance improvement process, select an organizational challenge that they will work together to address. The program is based on a blended learning approach: at the beginning of module, participants conduct individual work on the VLDP Web site

(including reading module content, case studies, and editorials, completing module exercises, participating in the Café) and then participate in face-to-face group meetings with other team members from their organizations to discuss what has occurred in the module and conduct assigned group work. At the end of each module the coordinator from each team participates in a group discussion that is posted on the website for teams to read. The team coordinator role rotated with each module in order to more equitably distribute team leadership responsibilities.

Because current knowledge in leadership development shows that leadership skills are best developed in the actual workplace rather then during a training course. Therefore throughout the VLDP the emphasis is on helping each team to select a real organizational challenge they are facing and to develop an action plan to address that challenge as a team.

One MSH staff member and an MSH consultant provided virtual facilitation of the program on a daily basis. This includes launching each program module, posting daily announcements, receiving and responding to e-mail from participants, posting questions to the café and forum to stimulate discussion, and providing feedback on individual and group participation as well as the quality and completion of individual and group products.

The program is divided into seven modules of two weeks duration (the first and final modules each take one week to complete):

Module 1:   **Introduction to the Program**: understanding program objectives and content; getting to know other program participants and facilitators; becoming familiar with the web environment and elements of the VLDP site and practicing using the web features (e.g., posting to the Café, emailing to facilitators)

Module 2:   **Introduction to Leadership in Health Institutions**: overview of leadership and its importance to addressing challenges of healthcare institutions; selections from interviews with leaders on "What is leadership?"; the four basic leadership functions from the M&L Managing and Leading Framework; the difference between leadership and management

Module 3:   **Facing Leadership Challenges**: applying the performance improvement model to identify and select a challenge in the teams' institutions, define desired and actual performance related to the challenge, perform a root cause analysis using a fishbone diagram and design an intervention and action plan to address the challenge

Module 4:   **Competencies in Leadership**: self-management; self-diagnosis of leadership competencies; exploring composite of leadership competencies within the team with regard to selected challenge; developing a personal development plan

Module 5:   **Communication**: the leader and communication; motivational patterns; styles of communication; self-diagnosis of motivational pattern and communication style; improving motivation and communication within participants' teams

Module 6:   **Change Management**: the leader and change; leadership and organizational transformation; Kotter's Eight Steps for successful change management

Module 7:   **Evaluation and Conclusion**: personal reflection; questionnaire evaluating elements of the program; and closing ceremony

All work online was asynchronous. Each participant worked individually either online or using the VLDP workbook, which was designed to duplicate exercises for participants who encountered connectivity issues. Each team received a CD-ROM containing all program materials in WORD to facilitate downloading. The program was conducted using a web-based interface designed by the VLDP team.

The screen below gives a view of the interface.
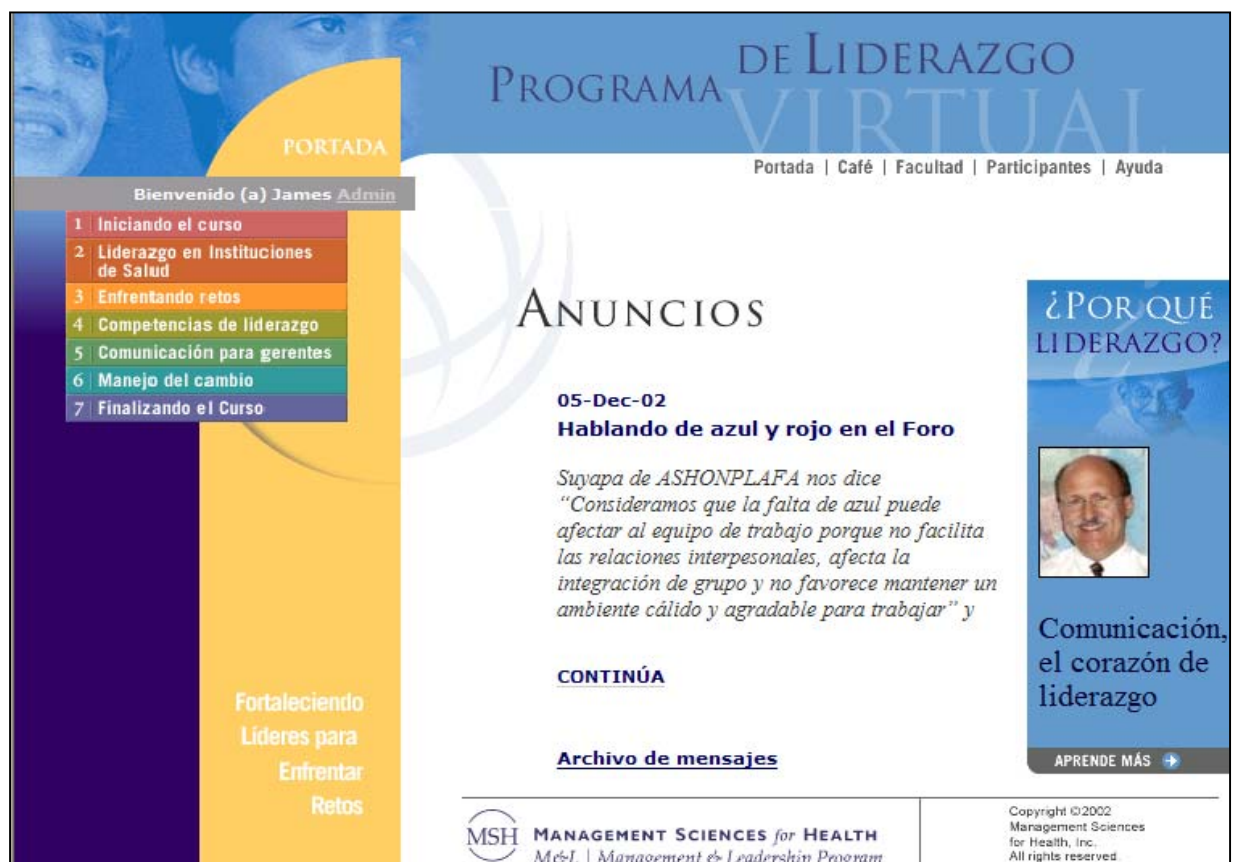
The VLDP website contains the following elements:

- **Daily announcements** from facilitators summarizing current program content and postings to the Forum or Café
- **Editorials** from MSH senior managers on leadership topics
- A **Café** where any participant could post comments and questions
- A **Forum** where the team coordinators for each module posted the team response to the homework
- **Sequenced program materials** including a plan for each module that contains objectives and activities for the module, sequenced text, and a variety of interactive exercises such as self-assessments, case studies, a fotonovela, homework exercises, bibliographies, and tools
- **Links** to tools and readings related to leadership
- **Participant and faculty pages** with photos, biographic sketches and email addresses
- **Help Desk with FAQs**
- **Faculty and facilitator support page**, a back-end administration tool where team members can be added, teams displayed, facilitator e-journal entries made, program participation monitored, and evaluations tallied

2   OBJECTIVES AND METHODOLOGY

2.1   OBJECTIVES AND CENTRAL QUESTIONS

The objectives of the proposed evaluation are to:

- Document M&L's experience in developing and using a virtual media for building capacity in leadership among NGOs and public sector institutions.

- Assess the quality of program materials and facilitation, with particular emphasis on identifying ways that the virtual leadership program and supporting materials/ tools could be strengthened for facilitators and participants.

- Assess the program content and methodology with regard to the completion of program goals and objectives.

- Assess progress-to-date on the organizational action plans developed by each team and identify the follow-up support that is necessary for participants to address their selected institutional challenge.

In line with these objectives, the key questions to be addressed by this evaluation can be summarized as follows:

1)   What were the major inputs to develop and implement the program in terms of resources, participant and facilitator time, and technical support?

2)   What factors made the program more or less successful from the point of view of participants?

3)   What factors affected the performance of teams with regard to participation, completion of assignments, and the development of high quality action plans?

4) How were program materials and elements of the website used? How can these be improved?

5) What did facilitators learn about guiding a leadership development program virtually?

6) What support do participants need both during and after the program?

7) What can M&L learn from this experience in terms of leadership development and electronic product development?

This report does not analyze the cost to develop and offer the VLDP as this was beyond the scope of the evaluation. It is our feeling that any analysis would need to carefully document the true costs and to undertake a cost comparison with other face-to-face leadership development programs offered by M&L. A cost/benefit analysis would also include the benefit of training future facilitators for leadership development programs whether face-to-face or virtual and the cost sharing obtained from using the VLDP platform for other projects such as LeaderNet and the TCNetwork.

2.2 METHODOLOGY

The evaluation is based on information from the following sources:

- Data captured on the VLDP website on individual and group participation; i.e., participation in module exercises, posting to forum and café, completion of individual and group exercises, participant use of website features
- Participant feedback on the program through end-of-module evaluations and a final program evaluation (54 respondents)
- Semi-structured interviews with selected program participants following the program
- Results of the VLDP After Action Review with the VLDP team that developed and facilitated the program
- Review of module summary reports and other documents related to the VLDP
- Content of organizational action plans submitted by each participating institution

The response rate for the final program evaluation included in Module 7 was 74%. Individual interviews with program participants following the conclusion of the program were structured around key themes related to the principal objectives of the VLDP (see Appendix A for Individual Interview Guide). Ten participants were randomly selected from three groups of high, middle, and low performing teams. Team performance was stratified based on the rate of completion of module exercises and team homework; level of participation in Café and Forum; and submission and quality of action plans.

Data for this study were gathered, reviewed and analyzed by an evaluation team comprised of Nancy Le May, Fiona Nauseda, and Cary Perry. The VLDP team provided data for the study through a 2-day After Action Review and reviewed the draft report, but was not involved in the individual interviews. All assessment activities were conducted in Boston. Individual interviews were completed in Spanish by phone by Nancy LeMay and Karen Sherk served as note taker.

3   COURSE-RELATED FINDINGS

3.1   PARTICIPANTS

A total of 81 participants from 12 public sector and non-governmental organizations in 8 Latin American Countries enrolled in the program. The National Reproductive Health Program from the Ministry of Health in Mexico (DGSRSS) dropped out of the program due to difficulties with connectivity, leaving a total of 73 participants. Individuals from each organization enrolled as a team, ranging in number from 4 to 11 people. The three PAHO participants in Washington worked as a team for the purpose of taking the program, but did not work together in their organization. The 11 organizations completing the program are listed below.

Public sector organizations and NGOs included:
- Guatemala: Ministry of Health, PMSS II Program, team of 10
- Honduras: ASHONPLAFA (NGO), team of 6
- Nicaragua: Nicasalud (NGO network), team of 8
- Peru: MaxSalud (NGO), team of 10
- Bolivia: CIES (NGO), team of 4
- Bolivia: Prosalud (NGO), team of 7
- Mexico: Quality Improvement Program, Veracruz State Health Secretariat, Ministry of Health, team of 4
- Washington, DC: PAHO, team of 3

In addition, MSH offices in Brazil (team of 4), Nicaragua (team of 11) and Bolivia (team of 6) participated in the program to familiarize MSH field staff with the VLDP content and approach to leadership development.

3.2   PROGRAM DEVELOPMENT

In January 2003 the VLDP team engaged in a 2-day After Action Review to examine the process of developing the VLDP and the pros and cons of its delivery from the perspective of participants and the team. Based on this review, the team identified necessary refinements to the program and website. Several themes emerged from the forum, including:

- Building a strong team that integrates the right areas of expertise
- Obtaining internal support and funding
- Pressures of electronic product development
- Need for flexibility to exploit opportunities
- Monitoring the budget

BUILDING A STRONG, HIGH PERFORMANING TEAM

There was general consensus that this kind of product cannot be developed without a team effort. Each member of the VLDP team had a unique and specialized skill set (team coordination, programming, content in leadership development, facilitation, language). Working on this team was both fun and exciting and instilled a sense of real pride. Team members performed above and beyond what was required and therefore gained the trust of the whole team. Trust was related more to the personal capacity to solve problems than to work plans and rules. Working

across Spanish and English was difficult for some members of the team as was working across areas of expertise. Weekly telephone calls, frequent emails and periodic face-to-face team meetings increased team cohesion despite geographic separation and language differences. For most of the development and delivery of the program the team functioned virtually with facilitators in Mexico and remaining team members in Boston. Content developers had to learn how complex their changes were for the programmers, and programmers learned they had to understand the program content and facilitator needs early on. The team recognized the important role of the instructional designer as bridge between the content developers and programmers.

OBTAINING INTERNAL SUPPORT AND FUNDING

When PAHO delayed implementation of the Virtual Public Health Campus, an important milestone for the team was obtaining internal support and funding from M&L. The team felt it took courage to develop the program alone and vision on the part of M&L to fund it.

AN ELECTRONIC PRODUCT TAKES TIME TO DEVELOP

The team underestimated the time required to develop a complex electronic product. Each modification to the content required time-consuming programming. The team decided that they could build a better platform for the program than those that are commercially available, but this also required time. On the other hand some members felt that these pressures also led to a higher level of team performance.

NEED FOR FLEXIBILITY TO EXPLOIT OPPORTUNITIES

The fact that not all program modules were completed by the launch date meant that team members had to let go of perfection as a goal. Flexibility was also required to decide to develop the program without PAHO.

MONITORING THE BUDGET

In an effort to improve the program, the team often made content changes that required time-consuming reprogramming. Budgeting was difficult under this scenario, and the team felt a need for closer monitoring of time and costs.

3.3   *PROGRAM CONTENT AND METHODOLOGY*

This section is based on feedback from participants through final written program evaluations and participant interviews following the program. The majority of participants rated the program content very highly and felt it was practical and relevant, although some participants suggested including more theory. At the same time, others found the program too academic, particularly the homework exercises based on readings. Nevertheless, participants overwhelmingly said they would recommend this program to others and felt it was an efficient tool for change and for team building. As one participant said in the final course evaluation: *"Try to take this to all corners of the Americas, to contribute to strengthening the teams that are fighting out there for a better future for humanity."*

Interview participants felt the VLDP provided a stimulating and innovative content. Most commented that their motivation to pursue the program and actively participate in the group exercises was fueled by the content of the individual modules. One participant explained: *"What motivated our participation was the subject of leadership."* According to another participant, *"the discussion (within the team) was motivated by our interest in the course themes."*

TABLE 1. USEFULNESS OF VLDP PROGRAM CONTENT IN ADDRESSING CHALLENGE

	Not useful	Somewhat useful	Useful	Very Useful	N
Module 1	2%	7%	52%	39%	54
Module 2			25%	75%	53
Module 3		2%	19%	79%	53
Module 4			13%	87%	53
Module 5			15%	85%	53
Module 6			23%	77%	53
Module 7		4%	49%	47%	53

Source: VLDP final course evaluation (Module 7).

As can be seen in Table 1, the majority of participants who completed the final program evaluation rated the content of Modules 2 – 6 as "very useful" in order to address their selected challenge. Responses to the first module, which gave a general introduction to the program and website, were mixed with ratings as "not useful" or "somewhat useful" by 9% of respondents and "useful" by 52%. Only 39% found it very useful.

Of the seven learning modules, participants most appreciated the content and methodology of **Module 4: Competencies in Leadership**. Several teams claimed the intensity of the discussion in their group work increased noticeably during this particular module. They reported the biggest benefit was getting the team to talk about their personal behaviors in a structured way and discuss how these affected their teamwork. For example, a member of an NGO team explained:

"For us the most useful module was Module 4 because it explained leadership styles and how different individuals can have different styles that affect your work and team work. This is new information for us and something we've never discussed before."

According to another participant, *"Module 4 provided us a personal discovery... with surprises for everyone. We did not know the strengths and weaknesses that we all have."*

While the VLDP content was considered quite novel and useful to the participants' different environments, some participants felt the program relies too heavily on theoretical material and could be improved through the use of more practical exercises, examples and case studies. In the words of one participant, *"The course was very academic and therefore, at times, it did not seem very useful for practitioners; the approach needs to be more practical."* Some of the cases were rated as too long and needing to be related more to health. The case studies were cited by a number of respondents as the least interesting feature of the program.

In addition to the program material, certain individual exercises tended to use an academic approach. For example, homework exercises that required the selection of correct answers based on a reading reminded some participants of a test. In the words of one participant, *"the (module) exercises in the form of a "test" (questions and answers with the expectation that there is a correct response) in the end are very academic."* Nevertheless, other individual exercises were highly appreciated. In particular, self-evaluations and self-assessments were cited by a number of participants as very useful and engaging. In addition, many participants stated they would like to see the results of their assessments sent back, indicating their interest in these exercises.

Most participants felt that the time allotted for each module was reasonable, although approximately one third said that there wasn't enough time. Specifically, participants mentioned that Modules 3 and 6 required more time to complete than the others.

Average times that participants spent per module in individual and group work, Café and Forum for modules 2-5 are as follows:

- Module 2:   4.5 hours
- Module 3:   5.0 hours
- Module 4:   4.2 hours
- Module 5:   4.6 hours
- Module 6:   3.5 hours

Participants were also asked about the usefulness of the individual components of the VLDP. Their responses are summarized in Table 2 below.

TABLE 2. USEFULNESS OF VLDP COMPONENTS (N=53)

	Not useful	Somewhat useful	Useful	Very Useful
Café		36%	29%	25%
Communication with Facilitators		4%	34%	62%
Forum		4%	49%	47%
Editorials	2%		57%	41%
Announcements		11%	53%	36%
Tools and Readings		4%	28%	68%

Source: VLDP final course evaluation (Module 7).

The **Café** was rated as the least useful of all the elements of the program. Comments from participants indicate that its purpose and intended use were unclear. Participation (measured by the number of individual entries posted) was greater in the Café in the beginning of the program, perhaps because people were specifically asked in Module 1 to post an entry to the Café about a leader they had known. Participation began to decline in the 4th and 5th weeks of the program; however it is worth noting that this measure of participation tends to obscure the use of the Café by participants who entered the site only to read the entries without posting their own. One respondent's comment is illustrative of this problem: *"Yes, we participated in the Café; we read*

the commentaries but did not respond due to lack of time. For this reason, our participation was not reflected."

A review of the content of the entries indicates that following the first module, participants tended to post their own reflections related to the modules rather than use the **Café** to deepen a discussion. This may be a technical as well as methodological issue, as several participants never really learned how to continue a discussion thread in the Café.

Participants felt the **Café** could be improved to encourage broader interaction between users. According to a one participant, *"The Café lacks human contact. We don't communicate well using email; the messages are very short and lack a real discussion with the facilitators."* Another participant noted*, "The course Café is not very useful as a communication medium. The communication (in it) is paralyzed and static.* The program facilitators mentioned they were actively pushing participants to participate in Café. Without this pressure it is easy to avoid or ignore the Café altogether.

The most highly rated component was **communication with the facilitators**, a theme that ran through many of the comments. As one participant noted in the final course evaluation, *"I want to reiterate my thanks to the facilitators, who were available to us all the time, motivating us to continue and finish each of the themes and homework, and for the excellent help they gave us."* Participants greatly valued the timeliness of feedback and the support received. E-mails were sent out to the group, which helped save on facilitator time. The use of e-mail and the personal involvement of the facilitators were felt by the VLDP team and by participants to be key to the success of the program. The section on **facilitation** will address this issue in greater detail.

The team coordinators used the first page of the **Forum** to post their group comments. This seemed to instill a certain pride among participants for individual team achievements. The second page of the forum was little used, however, and could probably be removed by directing commentary on the homework to the **Café**. Lack of time may have been an issue as there was commonly an overlap between the timing of the forum postings and the beginning of a new module.

Editorials were very highly rated. They fulfilled a dual role of engaging outside experts in the program and providing something new on the home page to keep up participant interest.

Announcements and tools. Although there were few spontaneous comments about announcements in the final evaluation, this feature of the site was rated as "useful" or "very useful" by 89% of respondents. Tools were rated as "very useful" by 68% of respondents. Many participants requested more bibliography and more access to self-evaluation tools. Several asked for links to other sites in Spanish and links to sites outside of MSH. They found the links to sites in English unhelpful.

3.4 VLDP AS A MEDIUM FOR COMMUNICATION AND LEARNING

BLENDED LEARNING

The blended learning methodology is one of the most successful features of the VLDP program delivery. This approach gives each individual the opportunity during each module to work at his or her own pace using the website, workbook or CD-ROM, followed by face-to-face team sessions to reinforce and assimilate the course content. Positive feedback on the value of this approach was consistent from all teams. Team coordinators rotated for each module, thereby giving a larger number of managers the opportunity to lead their group. Team sessions helped participants to get to know each other, reflect on their practice, and work more effectively as a group to address their challenges. The issue of team effects will be analyzed in greater detail in the section on participant results.

ACCESS AND CONNECTIVITY

What participants did not like about the program most often related to technology issues such as connectivity problems and frustration with slow download times. All participants interviewed mentioned difficulties gaining initial entry to the site and using their passwords. Many were not familiar with the Internet or the use of passwords. The system for registering participants individually may have to be changed to team registration in order to avoid login problems in future programs. Time constraints meant that the VLDP team was both troubleshooting and developing the site at the same time. This should be less of a problem now that the site is developed.

On the other hand, teams encountered few connectivity problems related to gaining access to computers and the Internet. Most had sufficient computers and dedicated phone lines. In only one case, lack of Internet access was the reason that a participating organization (DGSSR in Mexico) had to drop out of the program. In another case, the participating team included two staff members from regional clinics where they had little access to computers. This group involved the remote team members and accomplished the majority of their teamwork by phone and fax.

Each team received a CDrom copy of course materials and individual team members received a hard copy of the course in a workbook. Participants suggested that the VLDP provide all individuals with the CDrom as well as the workbook. They commented that problems accessing the web and slow download times were greatly mitigated by the availability of the workbook and CD. Thirty percent of participants used the CD mainly to print materials for photocopying and sharing during the team meetings.

USE OF WEBSITE FEATURES

Participants generally appreciated the visual layout and design features of the VLDP website. However, more than half of participants interviewed felt the site could be simpler and easier to use, especially for participants who have little experience with virtual media. For example, many felt the amount of instructional material in the modules was heavy and they found it

difficult to keep track of the multiple pages in each module. One respondent explained: *"We had trouble accepting individual pages on the site as there were lots of separate pages...and too little information on each page. Moving forward was difficult."* Another noted, *"The site could be more user-friendly. The number of pages is cumbersome and tedious."* During the VLDP After Action Review, a number of suggestions were made for improving the navigation of the site including being able to bookmark text so that participants wouldn't waste download time scrolling to where they had left off.

Few teams took full advantage of the communication features on the VLDP site, in particular the **Café** and **Forum**. For two teams, this was due to limited access to the Internet among their team members located in regional offices where they relied on the workbooks to participate in the program. However, five other teams used the site primarily as a vehicle for information transfer rather than for communication. For example, three teams tended to print and distribute program materials directly from the CDrom. A participant from one of the teams clarified their rationale: *"We did not enter the site to read the **Forum** and **Café** because we each worked with information printed from the CDrom, which was easier and faster to access. For that reason, we didn't need to log on very often and we didn't use the elements of the site very much. For us, the website only served to send and receive information but not to communicate with others."* Another two teams accessed the website primarily to download and print copies of the modules for each team member. *"We tended to download and print copies of the website to work on individually because this was simpler than negotiating the site to read the material."*

Another commonly cited constraint to using the website features was time. For example, a respondent explained: *"Communication with other teams was weak during the course. We did not have enough time to participate at this level. We concentrated on completing the course requirements instead of communicating with the others."*

3.5   FACILITATION

One of the most important elements of an online program is the quality and responsiveness of the facilitation. It is therefore important to analyze how facilitators were trained in the VLDP, what support they required during the program, how much time facilitation took, how they performed, and facilitation needs for future VLDP programs.

TRAINING

The VLDP's first facilitators were two experienced face-to-face facilitators with extensive experience in leadership development, facilitation, and training and with native Spanish speaking ability. One of the facilitators participated in a virtual course through the Open University of Catalonia in early 2002 on how to build and deliver online programs and drew several lessons about the key role of facilitation in motivating participants in a virtual setting.

The facilitators and other members of the VLDP team also had established good relationships with the organizations recruited for the program. The facilitators had participated in the development of the VLDP and were highly committed to its success. As husband and wife they communicated easily with each other and with the core team in Boston. These factors may have lessened training needs and may not be so easily replicable in future program offerings with less

experienced facilitators. The VLDP team developed a guide for the facilitators that concentrated mainly on operational issues relating to the daily activities of program delivery rather than on facilitation techniques per se. This guide is in the process of expansion so that it can be used for training future facilitators.

PROGRAM ACTIVITIES

Facilitation of the VLDP was a time consuming job and required two individuals who could alternate the facilitation of the modules. Facilitation activities included daily reading and responding to participant e-mail; writing and posting daily announcements; providing feedback on participation and homework, reading postings to the Café and summarizing them; and communicating with the team in Boston. Table 3 provides a breakdown of the time spent on each module.

TABLE 3. FACILITATOR TASKS PER TWO-WEEK MODULE

Task	Average Time
Announcement Posting • Review of program discussion • Review of evaluations • Writing announcements	20 hours (2 hours/day X 10)
Daily E-mail	10 hours (1 hour/day)
Moderation of café	10 hours (1 hour/day)
Review of Homework	12 hours
Total	**52 hours**

Source: VLDP final course evaluation (Module 7).

FACILITATOR PERFORMANCE

The facilitators' communication focused primarily on teams rather than on individuals, although at times they communicated with individual participants when it was needed. They used a variety of communication modes to motivate and encourage the groups. They provided summaries of reflections with suggestions for further thought. They also provided feedback on team participation, which proved to be a very successful tool to motivate the teams. The following facilitator entry in the e-journal demonstrates the results of their intense work to motivate the teams.

"It is working! People (are) increasing their interest and aligning themselves to the media and rhythm of the program. First day 3 people participated in the cafe, 2nd day it increased to 13 and today we have 31. Yesterday 39 people (50%) had logged and today it increased to 52 (64%)"

A review of the postings by the facilitators to the café demonstrates their ability to achieve the following goals of good facilitation: building community; supporting a culture of respect; cultivating in the participants a sense of ownership; moving participants to a new conceptual level; maintaining a nurturing pace of responding; and infusing personality with tone and humor.

Facilitation of the VLDP was greatly enhanced by the addition of a back-end management tool affectionately called "Big Brother" that allowed facilitators to carry out the following activities:

- Monitor individual and team progress
- Motivate participation rates by providing feedback on the activity level of each team
- View evaluations of learning modules
- Post announcements on homepage (functional side)
- Modify forum questions
- Capture and communicate the facilitation process using an e-journal
- Post participant profiles
- Communicate with groups via email

The facilitators used all of the features of the back-end tool except for the e-journal which was provided on the site as a tool to support communication between facilitators. Instead they communicated verbally with each other and through weekly conference calls and e-mail with the Boston team. The e-journal may be more useful to capture highlights when the facilitators are separated geographically or don't know each other well.

The back-end tool enabled data collection for evaluation purposes as well. Evaluation results could be viewed as scores on a bar graph by module and by team for each module. This functionality was rated as extremely useful by the facilitators and course developers. The sample web page below demonstrates the tool.
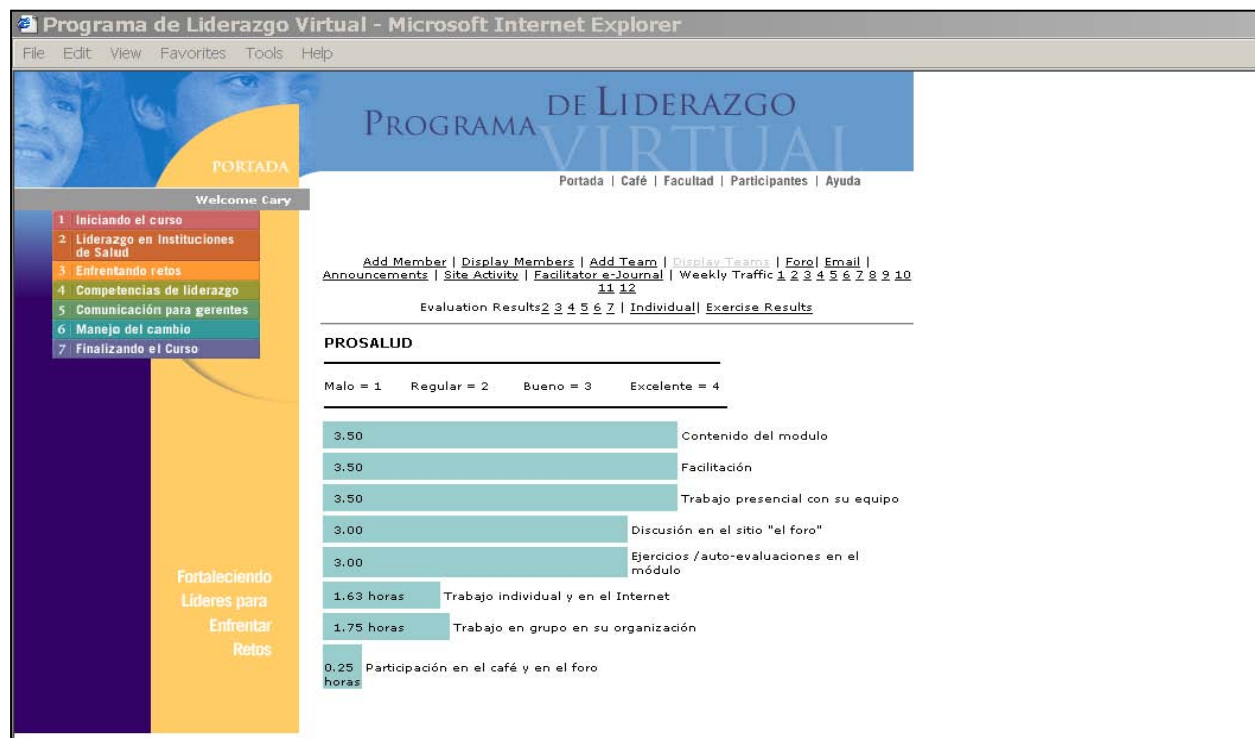
3.6 RECOMMENDATIONS FOR FUTURE VLDP OFFERINGS

3.6.1 Participant Recommendations

COMMUNICATION AND FEEDBACK

➢ Incorporate a team area to post action plans, coordinators, team information, group e-mail, and dates of meeting.
➢ Adapt the **Café** to a live chat room format to promote active communication and interaction between participants.
➢ Organize electronic meetings between facilitators and participants with pre-arranged schedules so that participants log on at the same time together. These should be facilitated discussions on particular topics to draw out participants' local experiences for each module. This would provide a space to discuss the problems and solutions the teams face throughout the program and give participants the human contact they are seeking.
➢ Return the results of self-evaluations to participants

NAVIGATION

➢ Provide the most amount of text information with least amount of clicks, keeping in mind the slow download times of most users. Provide all information in one document that can be downloaded and printed; for example, make each module available in a Word or Pdf file.
➢ Consider dividing the longer modules into two parts. This is especially important for Module 3 to allow more time for teams to work through the PI process and develop action plans.
➢ Provide a way to bookmark pages for later reading.
➢ Provide better instructions on using the password function and accessing the website prior to the program.

CONTENT

➢ Incorporate more of the following content into the program: bibliography, readings, tools and sites in Spanish, self-assessment tools, practical exercises, materials on emotional intelligence, testimony and examples by former students, information on time management and deadlines for the program, and more examples of business leaders and famous leaders.

3.6.2   VLDP Team Recommendations

COMMUNICATION AND FEEDBACK

- ➢ Recognize teams for the quality of their face-to-face meetings
- ➢ Clarify the role of the facilitator in the Café. There was a general consensus that the facilitator role should be to foster more dialogue between participants.
- ➢ Provide the functionality to allow participants to post and view the action plans and other information submitted by the teams

CONTENT

- ➢ Add more exercises that draw on participant experience and make participants want to post submissions to the Café
- ➢ Improve the first exercise (posting messages to the Café) at the beginning of Module 1 to set a tone of dialogue rather than monologue.

NAVIGATION

- ➢ Improve the navigation of the Café, removing the 2nd page of the Forum
- ➢ Change the announcement page to make it appear more like a newspaper headline
- ➢ Use the Forum to capture the process as well as the content of the work. Just getting quantitative data on participation doesn't describe the full picture. The facilitators feel the need to know what is going on in the groups qualitatively as well.

PROGRAM DEVELOPMENT

- ➢ Finalize content changes before they go into production and assign a person to be the owner of a certain section or page in order to determine when it is final and can go to the programmers.
- ➢ Provide regular budget updates to help team members to align ideas and effort with available resources.
- ➢ Include training for additional facilitators in the second VLDP course offering (develop facilitators-in-training)

4   PARTICIPANT RESULTS

Throughout the VLDP, participants examine individual and group leadership practices and capacities, and using the performance improvement process, select an institutional challenge that they want to address in order to fully exercise new leadership knowledge and skills. The teams then develop action plans that are either a part of existing institutional plans or that tackle an important new challenge facing the organization. They receive feedback from facilitators to refine the plans and are expected to implement their action plans in the period following the end of the program.

The final outcome measure (team level) for the VLDP program is:

> *By the end of the current fiscal year (June 30, 2003) VLDP teams have made significant progress toward accomplishing the desired performance as stated in their action plans.*

Progress in the implementation of team action plans was assessed 2 months post-program and will be reassessed after teams have received follow-up through the M&L Leadernet program. The VLDP team identified indicators of progress or milestones towards the implementation of the action plans, which could be measured 2 months post-program. These indicators are directly related to the *M&L Leadership and Management Framework*:

Milestones (team level):

- Application of performance improvement method to identify an institutional challenge and recognition of individual leadership competencies and communication and motivational patterns (Scan)
- Development of a measurable action plan to address selected challenge (Focus)
- Alignment of action plans with organizational strategy, designation of sufficient resources to carry out activities in the plans, and mobilization of team members to complete the course work (Align/mobilize)
- Cohesion of team through integration and collaboration (Inspire)

4.1   SCANNING: IDENTIFYING THE INSTITUTIONAL CHALLENGE

Scanning took place at various levels during the program. Using a self-assessment tool, participants performed a scan of their own leadership competencies and their use of leading and managing functions. They also scanned their individual leadership styles and compared them with the leadership styles of other members of their teams. They then scanned for challenges at the organizational level and, using criteria provided by the VLDP, selected a challenge of importance to the institution. According to the Performance Improvement Model, this challenge would be equivalent to the "gap" between actual and desired performance levels. Participants also scanned different causes of the challenge (related to people, processes, environment and policy) using a "fishbone" exercise, before developing appropriate interventions to address the challenge.   This provided the basis for exploring the individual and team leadership competencies necessary to address the challenge, another important scanning function.

According to results of the team exercises, all VLDP teams were able to apply the performance improvement process to define an institutional challenge. Most teams selected a challenge that already figured in the operational or strategic plans of their institution. Participants define their challenges in two ways. The challenges presented by participants were formulated as a **goal** statement in 7 cases (which ranged from long-term goal statements to short term objectives) and in 3 cases, as the description of the **gap** between desired and actual performance levels. (see Table 4 below)

When asked how the program helped the teams to define their challenge, a common theme emerged from their responses. Namely the program provided a space for reflection outside of the normal work routine, helped teams to focus on and clarify one issue among the many issues facing the organization, and enabled the participants to unite their efforts as a team to solve a single challenge.

For example, according to an NGO participant, *"Our challenge is something we've been talking about for long time. The program provided a different space and time for us to work together in different sphere that we wouldn't have had otherwise. It helped us to identify this as a key challenge among the many challenges facing the organization."*

According to another participant, *"The program helped to solidify the need to deal with challenge. We were motivated or pushed by program to deal with it head on."* Another explained, *"The course helped us to focus in this period on our challenges and commitments."*

Similarly, another participant mentioned they learned to pare down a larger challenge to something manageable: *"It helped us to select and focus on part of the larger challenge of the institution."*

4.2   FOCUSING: DEVELOPING AN ACTION PLAN TO ADDRESS THE CHALLENGE

Ten of the 11 participating teams developed an action plan to address their institutional challenge. The remaining team identified their challenge and defined their actual and desired performance levels, but did not develop a plan to address their challenge. The basic components of the completed action plans included: the selected challenge, a set of activities with a timeframe and assigned responsibilities, and a column for noting progress on the activities.

In only two cases the teams specifically noted developing indicators to measure the plan as a separate activity, and in one case the team further developed the action plan by including specific objectives and expected results. All three of these teams had defined their challenge as the gap between actual and desired performance rather than a goal statement. The following table displays the main content of the ten completed action plans.

TABLE 4. CONTENT OF ACTION PLANS DEVELOPED BY PARTICIPATING VLDP TEAMS

Organization	Actual Performance	Desired Performance	Challenge	Proposed Activities
Ashonplafa *Honduras*	-62% financial sustainability -Threat of loss of USAID funding in 2007 -Quality Assurance System - Family planning clinics and diversified services	-To be an organization that responds to client needs -Personnel performing within a culture of quality -FP services and diversification established -Leader as network model of reproductive health care	Achieve 70% financial sustainability by 2007	1. Prepare diagnostic assessment of integrated marketing of services 2. Hold awareness meetings with upper level management and key stakeholders 3. Set up the marketing unit 4. Prepare an integrated marketing plan 5. Design the information and benchmarking system 6. Review by personnel from all areas to diffuse the plan 7. Implementation of the plan 8. Monitoring and evaluation
PMSSII *Guatemala*	Program running positively but in some areas lacks information, a bit of motivation, and the need for greater awareness of worker rights and obligations	Personnel with greater knowledge, more motivation, and more awareness of their rights and obligations	Create a "Program of Information and an Organizational Manual of the Program for Phase II"	1. Preparation of an "Organizational Manual (with participation of the following areas: administration, finance, procurement, IT, general services, reception, general managers and components of the Program) 2. Creation of an intranet for PMSII literature search 3. Conference for wider and better understanding of the components of the program "Institutional Strengthening of the MSPAS 4. Conference for wider and better understanding of the components of the program "Extending Coverage" 5. Conference for wider and better understanding of the components of the program "PROHOSPITAL" 6. Motivational conference for Human Resources
SS Veracruz *Mexico*	The challenge of quality in the National Health Program 2001-2006 is served in SESVER by state level coordinating body, without legal basis for is existence.	Existence of a specific Department responsible for the quality of services in SESVER	Achieve official recognition in the SESVER organizational structure	1. Mobilization/advocacy at the national level to develop a federal proposal supporting the existence of homologous structures responsible for quality control. 2. Share information between different states to develop a consensual proposal congruent with the federal proposal, for the respective government boards. 3. Develop organizational manuals and procedures for the Quality Department for approval by the Government board. 4. Carry out process of mobilization and discussion in SESVER to promote the documents that support the existence of the Quality Department.

Organization	Actual Performance	Desired Performance	Challenge	Proposed Activities
NICASALUD *Nicaragua*	Not all members have been effectively integrated into the Federation, as working in a network is not valued, there is poor participation in activities promoted by Federation, and a lack of information.	Federation members aware of value added of working in a network. Effective integration into the Federation of each NGO member.	Institutional commitment of some Federation members (NGOs).	1. Obtain greater information about the level of commitment of members of the federation through survey 2. Sensitize and motivate members to commit to work projects through annual meetings of directors and project coordinators 3. Keep members informed about legal, organizational, and operational aspects of the Federation's work through print media and periodic meetings of the Directorate and the General Assembly of the Federation
MAXSALUD *Peru*	There is insufficient participation of the health team in the selection of medicines and the prescription of medicines does not follow institutional and official guidelines.	Health personnel participate adequately in the selection of medicines and physicians have a rational awareness of these medicines on the basis of institutional protocols and official therapeutic guidelines.	Participation of health personnel in the Maternal Child Health Area in the process of selecting and prescribing of medicines.	1. Request the development of an internal and external Marketing Plan focused on the pharmacy area 2. Write a procedural manual for the selection of drugs, and a guide to diagnosis and treatment 3. Carry out monthly clinical audits specifically of written prescriptions in the Maternal Child area 4. Training of technical personnel in mechanisms of drug action 5. Meetings with professionals (Obstetricians, Gynecologists) to circulate the work plan objectives 6. Reconsider access and work methods of medical detailing in the clinics 7. Meetings with employees and quality committees in each clinic to introduce the work plan 8. Develop monitoring and evaluation indicators for the work plan Periodic measurement of the indicators
PROSALUD *Bolivia*	Institution with slow and bureaucratic processes. Fragile relationship between the Administrative unit and clinics. Low recognition of the PROSALUD clinics among the population.	Agile institution, capable of responding to the needs of the population. Solid relationship between the Administrative unit and the clinics. Clinics recognized by the population.	Develop an agile health services institution that is prestigious, accessible and attractive to the population.	1. Improve relations with the centers 2. Create flexible administrative processes 3. Make the institution attractive for the population

Organization	Actual Performance	Desired Performance	Challenge	Proposed Activities

PAHO
 	
Washington, DC
	Fragmented model of Cooperation with isolated compartments that neither allow synergies nor increase opportunities for cooperation.
	
	Lack of a common health policy that all programs in the Division can articulate.
		Integrated and decentralized model of Cooperation, which recognizes the particularities of each country, each problematic, using economy of scale and appropriate solutions for cooperation in each country.	Conceptual and operational integration of PAHO workgroups in a strategy that catalyzes to integration at the central and country levels to increase the efficacy of the PAHO cooperation.
			
			Integrate our unit with the other programs without losing our identity, values and theoretical framework.
				1. Develop a joint vision
				  • Discussion about opportunities and mechanisms for integration for the work of Cooperation
				  • Preparation of agenda of joint priorities of the whole division
				2. Strengthen the consultant team at central/national level
				  • Definition of the profile of human resources consultant at central and country level; development of required in-service training program (negotiate financing & execution)
				3. Open spaces for joint management and planning
				  • Joint identification of a concrete project for integrated work between all the programs of the division for 2003
				  • Setting up inter-program work teams
				  • Promote integration of focal points from all countries through a joint assessment of needs and drive for integrated initiatives
				4. Obtain political support for greater integration
				  • Preparation and presentation of proposals for adapting to institutional change, discussion and analysis
				  • Evaluation of its viability and scope

MSH do Brasil	Unstable financial situation	Stable financial situation	Difficulty mobilizing resources	1. Preparation, implementation, and monitoring of Plan to Mobilize Resources 2. Preparation, implementation, and monitoring of Strategic Plan 3. Preparation, implementation, and monitoring of Internal Communication System 4. Support for team alignment in relation to values, mission, vision, and strategies
MSH Nicaragua	Guide to Monitoring and Supervision only in effect in 12 municipalities and 3 Departments	The Guide to Monitoring and Supervision in effect in the 18 SILAIS (Health Units) of the MOH	MOH implements Guide to Monitoring and Supervision with a focus on Fully Functional Service Delivery Point (FFSDP)	1. Delegate a project expert to work with the national counterpart 2. Finalize and validate MOH Guide to Monitoring & Supervision 3. Train the facilitation team in using the guide 4. Support training in 8 SILAIS where guide will be validated 5. Monitoring meeting to gain consensus and incorporate suggestions to the guide 6. Document validation of guide 7. Finalize and give out packets on FFSDPs 8. Ministry decides on implementation strategy 9. Train 18 SILAIS on the strategy 10. Follow-up with MOH on the implementation of the strategy

Organization	Actual Performance	Desired Performance	Challenge	Proposed Activities
MSH Bolivia	Team well trained technically – responsive to country's needs in child health, management and information systems. Has produced tools, materials and methodologies Good relationships with MOH Has strategic allies MSH isn't recognized in all its potential, main recognition through child health and BASICS Some projects have short duration Lack of political support from MSH Boston which permits them to be competitive locally Inability to demonstrate the importance of the products achieved Dependent operations Dependent on USAID financially	Recognition that MSH is the most representative institution in the field of management and information systems MSH projects have longer duration (4 years) Policies at MSH favor local competitiveness Products which have been developed are promoted and marketed Diverse funding base According to the project we have operational capacity	Obtain financing for a project to maintain MSH for 5 years or more	1. Market study 2. Revision of internal policies 3. Coordination with MSH Boston 4. Publish, develop packets of products and circulate them 5. Develop an attitude of promoting MSH among the team 6. Develop a strategy for promoting MSH/BOL 7. Prepare a proposal that offers viable recommendations with regard to MSH focus on Latin America 8. Identify opportunities in USAID policy 9. Conclude the proposal for the Project on the expansion of community AIEPI

4.3 ALIGNING/MOBILIZING: BRINGING TEAMS TOGETHER AND COORDINATING ACTION PLANS

An important aspect of aligning and mobilizing refers to the teams themselves, that is, building the capacity of the VLDP teams to work together to achieve a common goal. This was a particularly valuable feature of the VLDP. Throughout the course, the teams were aligned and mobilized to complete the assigned team work, including participating in routine team meetings during the second week of each module and completing the assigned team work. Throughout the course participants learned about themselves and fellow team members and focused their work on the common challenge they had selected collectively.

One participant explained: *"The program gave us the time and space to discuss what activities were needed to deal with our challenge and therefore it helped us to improve the activities in our annual operational plan."*

Another commented: *"Now we understand what team work means – aligning and working around the challenge."*

As a result of the program, ten teams developed action plans to address their organization challenge according to the examples and instructions provided by the program and facilitators. Of these, eight action plans were directly linked with the institutions' annual or strategic plans. The other three action plans were developed to fulfill requirements of the VLDP and reflected the priorities determined by the team rather than an alignment with their existing institutional goals. The teams that developed the action plan for the purpose of meeting program requirements do not intend to implement these plans.

In two cases where the action plan is aligned with an existing institutional plan (either annual or strategic), participants explain that the activities in their action plan have become an integrated, additional part of their institutional plan which helps to ensure the proposed activities will be carried out. However most participants said their action plan is based on a preexisting part of the institutional plan that was examined by the team during the program and improved as a result of the program. Either way, these teams claim they have every intention of implementing their action plans because the activities are part of their planned and budgeted interventions. Nevertheless, only one of these action plans is actually a measurable plan that will allow the team to monitor progress and results.

Participants were asked **how the program contributed to the development of action plans** and their **ability to address selected challenges**. Their responses highlight the utility of the course in helping them clarify their challenge and improve the strategies and approaches needed to address the challenge.

> *"The challenge (we selected) had already been identified; but the course gave us new ideas about how to approach it in the annual plan."*
>
> *"(The challenge selected) is a challenge for the whole institution. The course allowed us to clarify the challenge, making a greater commitment and improving the strategies to confront it."*
>
> *"As for the (course) action plan, it allowed us to clarify this piece of the strategic plan regarding the activities (chosen)."*
>
> *"We're going to give special follow-up to those elements of the (course) action plan that are integrated into the strategic plan."*
>
> *"We review the annual plan twice a year -- June and January. With this course, we're reconsidering all activities in the annual plan. The result is that our little annual plan has grown into a giant annual plan!"*

When asked what they intended to do differently to implement their action plans and address their challenges, none of the respondents mentioned a specific work process or leadership practice (for example Kotter's 8 Steps or the M&L leadership functions) that were covered in the course. Rather they felt they had learned to use a different work style during the VLDP to address their challenge. Participants generally referred to exercising the communication skills they gained from the program.

"To address the challenge we refined the way we communicate as a team -- for example, how and when we give information to each other and to our health workers. We also learned how to face difficult moments."

"Communication has improved, and it's this element that we'll use to address the (selected) challenge."

4.4 INSPIRING: IMPROVING TEAM INTEGRATION AND COHESION

The VLDP teams reported that they carried out the majority of their group work during regular working hours. Some teams established a regular time that was dedicated to the program each week. All teams followed and appreciated the program instructions for organizing group work sessions; for example, all used rotating facilitators for each module and organized their time according to the schedules provided. Most used a meeting format for the group sessions.

Three teams mentioned a **particular process** that worked well for completing the group exercises:

"Every coordinator facilitated in more or less classroom style – participation but with leader guiding the discussion. The coordinator would present the problem and the solicit discussion/responses among the group. This helped to focus our thoughts and discussion."

"We did the coursework through meetings – we began with the comments about our uncertainties or what we didn't understand well in the individual work. So we would make our observations and review doubts. We would clarify questions about the group exercise and then we'd go into the module. This format awakened our motivation to participate in the group work."

"As for the (group) discussion, the organization of MSH – having someone responsible for each module - helped us so that the participation was organized and very active."

Rather than a particular process, another team explained that the subject matter itself – Leadership – was enough to stimulate participation in the group discussions*: "The whole team was interested in the theme; therefore we didn't need a special process to motivate the discussion."*

Several teams noted other **factors that promoted active participation** during group meetings. These included: a sense of competition that developed with other team members; the requirement to document their work and progress; the active involvement of the program facilitators; and the opportunity to participate in a program given by an international organization and the sense of prestige that resulted. Comments from participants are illuminating:

> *"What helped (our participation) was the fact of documenting our work. Also the competition with the other NGOs motivated us."*
>
> *"The way that the facilitators were communicating with us and the feedback about the exercises motivated us."*
>
> *"The facilitators would call us by phone, and we felt responsible to perform with positive results; as a result, we participated more intensely."*
>
> *"We wanted to make sure we did not end up in last place in relation to the other teams – for the pride of the organization. The competition between the NGOs is an excellent idea."*
>
> *"Above all, the opportunity to participate in a course of international standing from a prestigious institution was motivating."*
>
> *"The commitment came from within the team. Each coordinator has to stimulate the team – this (course) needs a lot of stimulation."*

The most commonly cited **obstacles to active participation** in the group meetings and processes include time constraints and the timing of the program at the end of the calendar year. Some teams noted a decline in participation levels as the program progressed due to coincidental commitments with other workshops and end-of-year project obligations.   For example, participants noted the following difficulties:

"Time constraints affected individual completion of work. Group meetings went on, but at times, not everyone had completed their individual work."

"This course was on top of everything else we have to do. Therefore, sometimes we had problems dedicating our time to the course. The course involves much more work than a traditional (face-to-face) workshop."

"We had problems with the time available to dedicate to the course. We also had parallel commitments at the same time. Maybe the course could be extended to allow more time to fulfill the requirements."

"We had difficulties with the dates of the course – end of the year with a lot of work pressure. It wasn't a good time. This is why the attendance was especially difficult."

"We had problems with the speed of the modules – we were finishing the work on one while the next one was beginning... the velocity of the course frustrated us. We couldn't give it the time it required."

The majority of teams mentioned that as a result of the dynamic group processes throughout the program, the collaboration and cohesiveness of their teams improved. The following table shows how participants rated the evolution of the integration and cohesion of their team according to six items or perceptions related to workgroup or team climate[1].

TABLE 5. EVOLUTION OF GROUP INTEGRATION DURING THE PROGRAM

Climate items	Worsened	Stayed the same	Improved a little	Improved significantly	n
We recognize the contributions of each team member		5%	30%	65%	54
We feel we have a common objective	1%	5%	19%	75%	53
We understand the individual capacities of the team members		2%	32%	66%	53
We are clear about the expectations for our work		6%	24%	70%	54
We participate in decisions affecting group		15%	33%	52%	54
We are proud to be members of the team		4%	17%	79%	54

Source: VLDP final course evaluation (Module 7).

[1] M&L defines Workgroup Climate as the prevailing workplace atmosphere, as experienced by the employees. The Workgroup Climate Assessment (WCA) used by M&L contains 12 items that are rated by respondents on a scale of 0-4. For the purposes of this evaluation, 6 of the 12 items from the tool were included in the final course evaluation. Respondents were asked to rate their perception of how the item had changed since the beginning of the course, using the following scale: worsened--stayed the same--improved a little--improve significantly. This approach was used because the WCA was not available for use at the beginning of the course and no baseline climate measure could be taken.

Among the factors cited by participants that facilitated an improved integration and communication within the teams include: commitment of team members to learning a new subject; commitment of the executive director to the program objectives; readiness to share perceptions and their self-learning. Participants describe these factors in the following way:

- *"Willingness to participate and learn, and the open sincere commitment of the members."*

- *"Good performance depended on our commitment to discuss and discover the qualities that everyone had in the group."*

- *"The push from the manager/coordinator of our unit helped our integration as a team."*

- *"The commitment and motivation of the team to learn a novel theme."*

When asked about the **primary benefit or value of the program**, the majority of respondents mentioned that it improved the way they worked together as a team. Participants describe the value-added of the course as follows:

"As a result of the program, we are a closer, better team. We discussed things about our strengths and weaknesses and understandings about ourselves as persons and professionals that we would never have shared otherwise."

"The course strengthened our work as a team; we received the fundamentals to understand the strengths and weaknesses of everyone in the team and how to function as one team."

"The course strengthened us as a team because it gave us the chance to come together and work on the same challenge; it opened our minds."

Now I feel that the team has a lot of strengths and is applying them. There is recognition that everyone is a leader with different strengths."

"The course gave us spaces for discussion and communication that weren't there before and that we wouldn't have created on our own."

5 CONCLUSIONS

COURSE CONTENT

VLDP participants overwhelming appreciated the course content, methodology, and its value in strengthening aspects of team cohesion. They found the content innovative and stimulating. Participants seemed to prefer a course content that is both rooted in practice and yet exposes them to leadership theory. This dynamic tension may be a necessary part of any leadership development program that encourages managers to reflect on their own practice, assess gaps, and then evaluate their performance in the light of the experience of others, including expert theory.

BLENDED LEARNING METHODOLOGY

The VLDP offered participants the time and space to reflect as individuals on leadership practices *and* work as a team on developing solutions to a common challenge facing the institution. There is unanimous agreement among participants that this was a unique space or moment that would not have otherwise existed or been created in their institutions. By working on a common challenge throughout the program, teams gained much more than the ability to define and design an action plan to deal with institutional challenges; they gained new knowledge about themselves and fellow team members, and improved team spirit, collaboration and cohesion. This is one of the particular values of the VLDP and a result of the blended learning and team orientation of the VLDP program: the face-to-face group meetings build on the virtual learning that team members undertake individually and foster a sense of unity among participants. A particular design feature of the VLDP – communicating results of team participation to generate competition between teams – also inspired pride among members of teams that were demonstrating progress and encouraged the less active teams to become more engaged.

The blended learning methodology is a key strategy of the VLDP that allows teams to work together in structured way on a real life problem, and at the same time, reinforce the learning content of the program. The team focus of the program also allowed M&L to experiment with a key leadership program principle: producing change and improving performance through working in teams. Results indicate that participants gained most from the opportunity to work together during the program to find solutions to their challenge. In terms of their use of the website, participant responses suggest that they gained more from the face-to-face sessions than from their individual use of the VLDP website features. Despite the high quality facilitation, the site tended to serve as a way to send and receive information rather than a mechanism to communicate with other participants. Few teams took full advantage of the communication features on the website, particularly the Café and Forum. As a result, communication and interaction between teams was limited during the course. Nevertheless, the course served as an innovative catalyst for teams to work together on a common challenge in a way that was new to them. The varying use of the website features to access course information, coupled with connectivity issues experienced by some participants, underscore the value of the blended learning approach, which provides alternative and complementary ways to transfer information, reinforce the course content and engage teams.

COMMUNICATION BETWEEN AND WITHIN VLDP TEAMS

Throughout the program communication between the VLDP teams occurred mainly through the use of the Café, but without consistent and widespread use of this website feature, communication and interaction *between* teams was limited during the course. Their lack of interaction with each other on the website may be due partly to methodological and technical issues: additional explanation or instructions are needed so participants fully understand the use and purpose of the café and forum, and some features could be made more user-friendly. In addition, because the teams could acquire the program information by downloading the website or printing from the CD, there was little incentive to use the site to communicate with other participants. As a result, the VLDP did not lead to the development of a community of practice among participating teams. Most participants interviewed felt that the inter-team communication during the program could be strengthened in future offerings of the VLDP.

Nevertheless, interaction and communication *within* the teams was greatly enhanced as a result of the course and represents one of the *main outcomes* of the VLDP. For future courses, MSH could consider how to create a community of practice of teams during the VLDP course delivery that can be sustained after the course ends.

FACILITATION

A crucial take-home lesson for VLDP team members from this online program was the importance of responsive facilitation and the need for clarity and transparency in the visual presentation of the VLDP program. The facilitators for this first VLDP offering were highly motivated and succeeded in inspiring participants through a practice of constant feedback and support. In fact, the most highly rated component of the VLDP was communication with facilitators. The CdRom allowed participants with more limited access to a computer to participate in the course, although this was not original intent of providing the CdRom. The pool of trained virtual facilitators is small; MSH currently relies on two virtual facilitators and has plans to train additional facilitators next year. Human resources are a limiting factor for the expansion of the VLDP and require additional investment to increase capacity for the future scale up of this program.

ACTION PLANS

A quality action plan generally contains the following elements:[2] measurable objective, indicators, activities that are logically related to achieving the objective, timeline, and individuals responsible for completing the activities. According to these criteria, several weaknesses were noted in the action plans produced by the participating teams. First, the scopes of the plans vary greatly. Some are too ambitious for the expected time frame communicated by the course (6 months), while others are too general to be implemented. For example, the challenge selected by ASHONPLAFA was to achieve 70% sustainability by 2007 and likewise MSH/Bolivia's challenge was to obtain project financing to maintain MSH for five or more years. In cases like this, benchmarks could be created to help the teams track progress along the way to reaching their long term goals. In terms of an oversimplified plan, PROSALUD/Bolivia submitted an

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[2] Weiss, Carol. *Evaluation*. New Jersey: Prentice Hall, 1998.

action plan that proposes three activities that are actually broad components: (a) improving relations with the health centers; (b) creating flexible administrative processes; and (c) making the institution attractive to the population it serves. Any one of these three components requires significant investment in time and effort and each would need a detailed plan in order to be implemented.

Several action plans were evidently based on weak program logic where the proposed activities do not appear sufficient to achieve the desired outcome in the plan. For example, NicaSalud proposed using annual meetings as a vehicle to sensitize NGO members to commit to work projects, leading to effective integration of each NGO into the Federation. In this case, it does not appear that the team had fully developed the logic of their intervention, linking inputs to outputs and outcomes so that the chosen activities would actually contribute to achieving the stated outcome.

Finally, several action plans lack a measurable objective and *all* plans lack indicators to measure progress and the ultimate achievement of the desired outcome. Only one team had developed specific objectives related to their challenge and expected results to help operationalize the plan. Without a measurable objective and indicators, it is difficult to develop a feasible and results-oriented action plan. In defense of the participating teams, the course did not actually direct the teams to turn their challenge statement into a measurable objective for the action plan and likewise did not cover the use of indicators in the plan. This is an important area for consideration in subsequent versions of the course, especially if the action plans are key products of the course and if outcome measurements are based on these plans. If VLDP teams produce measurable action plans, both course participants and M&L can evaluate the extent to which they achieve their stated objectives. This information would allow participants to track their own progress and help to demonstrate to future clients the value-added of the course.

There are several possible explanations why the VLDP action plans were weak: a) teams received adequate guidance from the course and feedback from facilitators to develop a quality action plan, but lacked the time to make changes; b) teams received adequate guidance and feedback, but did not prioritize the importance of making changes to improve their action plans; or c) teams received insufficient guidance from the course or insufficient feedback from the facilitators to develop or improve their plans. This provides an important window on M&L leadership programs in general: weak action plan development is not unique to the VLDP. This evaluation has given M&L the chance to identify general weaknesses that may exist in face-to-face leadership development programs where action plans also play an important role. Understanding the types of weaknesses in action plan development may help to refine our program approach in leadership development.

The analysis of the VLDP action plans also highlights a particular tension in the basic approach of the course: teams are guided to select a significant and existing organizational challenge, which at the same time should be realizable within the given 6-month timeframe. In addition, if teams continue to select a challenge that already figures into an existing annual or strategic plan, then the VLDP needs to carefully define the value added of the course assuming that the challenge was likely budgeted and programmed to be implemented anyway. On the other hand, depending on the individual makeup (and hierarchical level) of a given team, it may not have all

the necessary resources at its disposal to ensure the selected organizational challenge is effectively addressed. This may become increasingly true as more teams participate in the VLDP from lower levels of an organization.

At this point, it is too early to evaluate whether the VLDP teams are able to produce the results outlined in their action plans because most teams had only begun to implement these plans at the time of this evaluation. As an 11-week course, the VLDP provides sufficient time to develop an action plan but too little time to implement them. Thus the ability of these teams to produce results depends to a large degree on the follow-up they receive while implementing their action plans.

FOLLOW-UP

Defining follow-up support is an important consideration for future courses: is follow-up a responsibility of the VLDP or some other provider? In the event that follow-up is neither available nor utilized, what are the expected measurable outcomes of the 11 week VLDP? It is necessary to define the need for follow-up support among participants (in terms of type, intensity and length) as well as a sustainable source of follow-up. This year, another initiative of M&L – Leadernet, a virtual leadership support program – will provide 3 months of follow-up for this first cohort of VLDP graduates as they implement their action plans. Using Leadernet to provide structured support was somewhat fortuitous as this program was ready to launch and needed a body of leadership alumni at the same time that VLDP participants needed support. Part of Leadernet's function is to pilot a methodology to support learning and results achievement after a leadership course (both virtual and face-to-face) finishes.

The need for follow-up support to participants is an important lesson learned of the first delivery of the VLDP. However follow-up support through Leadernet has just begun and it is still unknown how much, what kind, and how long this support is needed to produce organizational results following a virtual leadership intervention. This is an important question that will help M&L to identify the level of follow-up that is both effective and aligned with available resources.

6   OVERALL RECOMMENDATIONS

Specific suggestions for changes to the course content and delivery are found in section 2.3.5. The following are general recommendations based on the analysis of participant results.

1. Continue to offer the VLDP course to interested NGO and public sector teams to support leadership development throughout Latin America. Consider providing the course in additional languages and health contexts (i.e. HIV/AIDS) to benefit teams in other developing countries as well as low resource environments.

2. Develop strategies to motivate participants to use the interactive features of the website in order to promote communication and sharing between teams throughout the course. Consider ways to develop a community of practice among participants during the VLDP that can be extended beyond the end of the course.

3. Determine the importance of developing quality action plans for this program. Will these be key products of the program and provide for the basis for measuring results? If so, subsequent versions of the program should: a) provide additional instruction and examples of action plan development, including how to develop a measurable action plan with clear objectives and indicators so teams can monitor the progress of their implementation; b) build participants' capacity to develop action plans based on a program logic approach; c) provide realistic guidelines on selecting a challenge that is within the team's influence and capacity to achieve within a given timeframe.

4. Ensure adequate post-course follow-up to VLDP -- in terms of type, intensity and duration -- teams to support the implementation of their action plans and accomplishment of their desired results.

5. Increase the pool of trained virtual facilitators in order to expand future program offerings and delivery of follow-up support.

6. Ensure a follow-up evaluation is conducted to assess the capacity of participating teams to achieve the desired performance outlined in their action plans and maintain the levels of team cohesion developed during the course.

In conclusion, results of this post-course evaluation indicate that the VLDP is a dynamic and effective leadership program that helps to improve how teams function and face institutional challenges. As a virtual program, it is also an effective mechanism for scaling up leadership development that allows M&L to reach managers at all levels across many countries in a short period of time.

EVALUACIÓN FINAL DE TODO EL PROGRAMA

Esta evaluación final ha sido diseñada para recolectar información sobre su experiencia general a través de su participación en el Programa virtual sobre desarrollo de liderazgo. Los resultados de esta evaluación nos ayudarán a mejorar los programas que se realizarán en el futuro. Por favor lea este cuestionario detenidamente y tome unos minutos para completarlo. Le agradecemos de sobre manera haber tomado el tiempo para evaluar el Programa Virtual sobre Desarrollo de Liderazgo.

Los objetivos de esta evaluación son los siguientes:
- Solicitar su retroalimentación sobre el programa
- Preguntarle sobre los avances de su equipo, en cuanto a la integración del equipo y los logros concretos en cuanto al reto elegido

1) Queremos su opinión sobre cada uno de los componentes y módulos de este programa, utilizando una <u>escala de 1 a 4</u>:

$$1 = \textbf{Inútil} \rightarrow 2 = \textbf{Poco útil} \rightarrow 3 = \textbf{Útil} \rightarrow 4 = \textbf{Muy útil}$$

A.   ¿Qué tan útil resultó cada uno de los siguientes componentes del programa virtual

- **Café** – en cuanto al intercambio de ideas y discusión entre los participantes
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- **Anuncios** – en cuanto a la información puesta de manera diaria
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- **Foro** – en cuanto la comunicación de los resultados de cada equipo por modulo y la oportunidad de discutirlos entre los coordinadores de cada equipo y los facilitadotes
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- **Comunicación** por correo electrónico con los facilitadores – en cuanto a la retroalimentación proporcionada
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- **Herramientas y Lecturas** – en cuanto a su contenido y relevancia
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- **Editoriales-** en cuanto al nuevo editorial cada modulo en la primera pagina del sitio
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- **Correos de los facilitadores---**en cuanto a su utilidad
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil

B. Indicar su opinión sobre la facilitación del programa.
Excelente   Bueno   Regular   Malo

C. ¿Qué tan útil le resultó el contenido y el trabajo de cada uno de los módulos (para la identificación y aborde de su reto de liderazgo?)

- Módulo 1 Iniciando el curso
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- Módulo 2 Liderazgo en instituciones de salud
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- Módulo 3 Enfrentando retos
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- Módulo 4 Competencias de liderazgo
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- Módulo 5 Comunicación
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- Módulo 6 Manejo del cambio
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil
- Módulo 7 Finalizando el curso
  1 = Inútil → 2 = Poco útil → 3 = Útil → 4 = Muy útil

2) ¿Cómo le pareció el tiempo programado para realizar los siguientes aspectos del programa?

1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso

A. ¿Para realizar las tareas asignadas en cada modulo?

- Módulo 1 Iniciando el curso (1 semana)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso
- Módulo 2 Liderazgo en instituciones de salud (2 semanas)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso
- Módulo 3 Enfrentando retos (2 semanas)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso
- Módulo 4 Competencias de liderazgo (2 semanas)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso
- Módulo 5 Comunicación (2 semanas)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso
- Módulo 6 Manejo del cambio (2 semanas)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso
- Módulo 7 Finalizando el curso (2 días)
  1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso

B. ¿Para comunicarse con los facilitadores y otro participantes del programa?
   1 = Excesivo → 2 = Razonable → 3 = Un poco escaso → 4 = Muy escaso

3) ¿Cuándo participó usted en el programa (en cuanto a las lecturas, tareas, y al uso del sitio Web)

Seleccione una respuesta:
_____ durante las horas de trabajo
_____ fuera de las horas de trabajo
_____ ambos momentos
_____ un combinación

4) ¿Si usted solicitó asistencia técnica durante el Programa Virtual de Desarrollo de Liderazgo para resolver problemas con la computadora o con el sitio Web, recibió una respuesta de manera adecuada en tiempo y forma?

1 = Siempre → 2 = A menudo → 3 = A veces → 4 = Nunca

5) Ahora deseamos que reflexionen sobre su desempeño como equipo durante el programa. ¿Cómo evolucionó la integración de su equipo durante el programa en cuanto a cada uno de las siguientes afirmaciones?

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

- En este grupo de trabajo se reconocen las contribuciones de cada uno de sus miembros como individuos

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

- Creemos que tenemos un objetivo en común

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

- Entendemos las capacidades individuales de cada uno

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

- Tenemos claro lo que se espera de nuestro trabajo

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

- Tenemos la oportunidad de participar en las decisiones que afectan al grupo de trabajo

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

- Nos sentimos orgullosos de nuestro trabajo como grupo

1 = Empeoró → 2 = Se mantuvo igual → 3 = Mejoró un poco → 4 = Mejoró significativamente

6) ¿Su equipo ha dedicado los recursos (personal y financiamiento) necesarios para la ejecución del plan de acción en el tiempo estipulado? ¿Porqué sí o no?

7) ¿Utilizó usted el CD y/o los materiales del Cuaderno de trabajo durante el programa? ¿Sí o no? ¿Cómo los utilizo? ¿Tiene alguna sugerencia para mejorarlos?

8) ¿Que información le hubiera gustado recibir que no recibió en el curso?

9) ¿Recomendaría Usted este programa como apoyo institucional a otras organizaciones? ¿Sí o no?

10) ¿Que es lo que más le gusto del curso? Que es lo que menos le gusto?

11) ¿Que conceptos, practicas, ideas del curso están utilizando en su organización en este momento? ¿Que conceptos, practicas, ideas piensa utilizar?

12) ¿Si fuese posible, le gustaría tener acceso a nuestro sitio en el Internet después de la conclusión de este programa, para poder intercambiar ideas y temas de liderazgo? ¿Porque sí o no?

13) ¿Que pudiera tener este sitio para que fuera útil a Usted como gerente y líder en su organización?

14) ¿Otros comentarios y/o sugerencias sobre el curso?

¡Gracias!

EVALUACIÓN DEL PROGRAMA VIRTUAL DE LIDERAZGO
GUÍA DE ENTREVISTA INDIVIDUAL

Introducción: Muchas gracias por su participación en la evaluación final del *Programa Virtual de Desarrollo de Liderazgo de MSH*. Como parte de la evaluación, estamos llevando a cabo una seria de entrevistas con los participantes para poder identificar las fortalezas y debilidades del programa virtual. Sus respuestas son absolutamente confidenciales y anónimas; se va a consolidar la información de las entrevistas, sin utilizar nombres, en un informe con la finalidad de comunicar los éxitos del programa e identificar los mejoramientos indicados para el futuro. La entrevista no durará mas de 40 minutos. Sus perspectivas y opiniones ayudarán a identificar los aspectos positivos y las posibilidades para fortalecer el Programa Virtual de Liderazgo en el futuro.

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1. ¿Cuál es su cargo actual y cuantos años lleva con la organización? (Perfil de los entrevistados)

2. ¿Cómo se formó el equipo de trabajo que participó en el programa de liderazgo? ¿Es un grupo de personas que trabajan juntos de manera rutinaria o es un grupo de personas que se juntaron con el propósito de participar en el programa?

3. ¿Cómo fue la conectividad y uso del sitio web durante el programa? ¿Encontraron alguna dificultad con el acceso al Internet o la bajada de información? ¿Algunas recomendaciones para mejorar el sitio para los futuros usarios?

4. ¿Normalmente, cuándo y donde llevaron a cabo el trabajo de equipo? ¿Qué procesos o técnicas utilizaron para cumplir con el trabajo de equipo en cada módulo? ¿Qué hicieron para motivar la discusión o participación de los distintos miembros del equipo?

5. ¿En cuanto la participación dentro del equipo, qué factores en su opinión facilitaron el buen desempeño del equipo? ¿Qué obstáculos dificultaron el buen desempeño del equipo?

6. ¿En cuanto al reto institucional, cómo se vincula el reto identificado con el plan anual o estratégico de su organización? ¿Cómo y en que medida el programa ayudó a su equipo en la definición del reto, y a encausar al equipo para enfrentar el reto?

7. ¿En cuanto al plan de acción, cuál es la fecha límite para implementarlo? ¿Han comenzado a implementar el plan? ¿Tienen los recursos (tiempo, personas, fondos) necesarios para implementarlo?

8. ¿Que tipo de seguimiento o apoyo (interno y externo) necesitarán para garantizar el cumplimiento del plan? ¿Si existiera una red de miembros graduados del programa, considera que esto le puede ayudar en abordar los retos profesionales que enfrenta usted?

9. Comunicación durante el programa: ¿en algún momento durante el programa, se comunicaron con otros equipos o participantes del programa? ¿En su opinión, cómo se puede promover mayor comunicación y intercambio entre los equipos durante el programa?

10. ¿Otros comentarios o sugerencias?

¡Muchas gracias por su participación y colaboración!